

Year 9 (2021-22)

| Theme | Enquiry questions | Second Order Concept | Justification | Substantive Concepts |
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| Local Study – Saltaire and the Industrial Revolution | Should Titus be remembered as a philanthropist or an entrepreneur? | Consequence Significance Similarity and difference | This unit was added to provide students with opportunity to look at their local community and investigate possible reasons for the construction of Saltaire, a local world heritage site. In doing so, it will encompass aspects of the industrial revolution through factory work, and also the rights of workers and attitudes of various groups. This will help bridge the gap in student knowledge moving into the modern era and help reiterate values of the time of Empire. | Democracy, Poverty, Representation, class, Great Depression, Suffrage, parliament, protest, Welfare |
| Parliament of the People | How did the Jarrow crusade affect the future? | Change & Continuity Interpretations Significance | Democracy: Picks up on a number of themes from Year 8 to establish nature of democracy in Britain and the impact the growing franchise had on class in Britain, with agency and actions of specific groups driving the narrative. Great Depression: Introduces a recurring feature in the following themes and establishes North/South divide in the UK and the contribution to the welfare state. | Democracy, Poverty, Representation, class, Great Depression, Suffrage, parliament, protest, Welfare |
| Why war? | How did the main European powers get along in the beginning of the 20 th century? How did 2 bullets start WW1? | Causation/ Consequence Similarity & Difference | World Wars: Draws together the various worlds explored throughout the curriculum to explore their repeated collision in the 20 th century and setting the scene for the later exploration of ideologies. Experience of War: focusses on the changing nature of warfare on impact of war on civilians as well as soldiers (beyond home-front in Britain and white soldiers on the Western Front) | Appeasement, Empire, Imperialism, Nationalism, Militarism, Alliances, Diplomacy, ideology |
| Changing Society | <i>How important was the community in medieval England?</i> <i>Who made the rules and how did they make sure people followed them?</i> <i>What was important to people living in the past?</i> | Similarity and difference Causation | Investigation of how key features drive development (eg power and wealth, attitudes and values, the Church, government and individuals). Students will investigate several communities of the past tracing their development through an investigation of popular crimes and punishments. | Community, tithing, wergild, feudal system, power and control, conquest and power, |